Institute of International Management
RA014/304
Organizational Behavior
Spring 2012

The Institute of International Management is dedicated to providing a quality teaching and research environment to provide students with a broad, integrated knowledge of management in preparation for successful careers in business, government or academia.

General Program Learning Goals (goals covered by this course are indicated):

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<tr>
<th>#</th>
<th>Goal</th>
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<tbody>
<tr>
<td>1</td>
<td>Graduate students should be able to communicate effectively verbally and in writing.</td>
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<tr>
<td>2</td>
<td>Graduate students should solve strategic problems with a creative and innovative approach.</td>
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<td>3</td>
<td>Graduate students should demonstrate leadership skills demanded of a person in authority.</td>
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<td>4</td>
<td>Graduate students should possess a global economic and management perspective.</td>
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<tr>
<td>5</td>
<td>Graduate students should possess the necessary skills and values demanded of a true professional.</td>
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Course Time: 2:10pm-5:00pm, Tue. (Core, 3 Credits)  
Office hours: 12:00pm-3:00pm, Wed. (by appointment)

Classroom: 62401  
Instructor/Facilitator: Hao-Chieh Lin, PhD  
Email address: linhjtw@mail.ncku.edu.tw

Office hours: 12:00pm-3:00pm, Wed. (by appointment)  
**You are very welcome to contact me whenever you think I can be of assistance.

Course TA: Lucy Dang  
TA's email: dangtranhsph@gmail.com

Caveat

All students are very welcome to join this class. I promise I will fully engage in the course and do best to deliver my profession and share my business and academic experiences with everyone. I also appreciate different or "crazy" ideas. Moreover, I will be happy to assist in whatever questions or problems you might have in your learning process or daily life. However, if you have one of the following three situations, you are highly advised not to take this course because you can not learn much indeed.

I. You need to leave early in almost every class.

II. You want to "dialogue with your laptop" only.

III. You do not want to appreciate "stupid" or "naïve" ideas of your classmates.

Course Description

Organizational behavior (OB) concerns the human side of business management. It focuses on human behaviors in the organizational contexts. The course will discuss human issues at the individual, group, and organization levels as ways to increase participants' human skills and management potentials. Class sessions will center on lectures and issue/case discussions, but will include self-reflections, exercises, activities, and videos as well. Participants' active engagements are highly encouraged and expected.

Course Objectives

The objectives of this course expects to provide participants with--

I. A framework for understanding organizational and managerial problems. OB provides a knowledge base of theories
and concepts that help to understand individual, group and organizational processes and their relationships with performance.

2. Diagnostic skills. This involves applying OB knowledge to problem diagnosis and developing action plans.

3. Self-knowledge and understanding of individual differences. This includes increased self-understanding and appreciation of diversity and applying these advancements to enhance personal, group, and organizational excellence.

4. Reflective thinking skills. This involves contemplative thought on OB topics to encourage critical thinking and recognition of OB’s relevance in the real world.

5. Team skills. This involves acquiring an understanding of group dynamics and experience in managing both task and social functions in a team.

Note: In light of learning effectiveness, all the content below is subject to change.

Course Requirements

1. Participation and Engagement
   - Please come to class on time. If you cannot come, please inform of TA and/or professor in advance.
   - The course has great interactive elements. I will ask critical issues/questions and seek responses all the way. I believe that it’s our collective efforts that can make the class successful. I also believe it’s "we" not "I" can maximize the learning effectiveness. Therefore, I hope we together develop a learning community in the class in which participants appreciate and learn from each other.
   - People learn best when they are active (not passive). Your active participation is essential to this class. Participation is more than just attending class and asking an occasional question. Full participation consists of refraining from inappropriate use of one’s laptop (e.g., web surfing, instant messaging, reading e-mail, doing assignments of other classes), demonstrating that you are well-prepared for each class, listening carefully, asking thoughtful questions that help you and your peers learn, responding respectfully to peers, and engaging productively in all class cases/exercises etc.
   - Studying textbook and readings before class is highly recommended. I will present some textbook material and elaborate its business implications. However, course lecture is not able to cover all textbook material. Your study prior to the class will be helpful for your participation and learning effectiveness. You are very welcome to discuss with me for all course-related issues.
   - Assessments, exercises, or learning logs may be assigned along with course needs.

   - The exam will be held on May 15th. You can bring any written documents with you. You also can use electronic devices such as laptop, tablet PC, or cell phone during the exam; but you should turn off the internet. The exam questions will be from PPT slides, textbook chapters, and concepts highlighted or discussed in the class.

3. Group-based case presentation/discussion and write-up
   - Participants are expected to form several groups. Group members are expected to be as diverse as possible.
   - Each group is expected to lead one case discussion. Additional points will be added to groups who volunteer to lead a second case (if any). The cases will be assigned to groups on a lottery basis. The designated
group is required to present a case with PPT and, most importantly, lead the discussion (So, questions should be carefully designed), which should last about 40-50 minutes in total. It is highly encouraged for a group to apply creative approach (e.g., video, role-play, debate ...) and to find additional material to support the discussion.

➢ Each group is expected to discuss every case before a class. Every group needs to submit a write-up (1-2 pages) for each of the assigned cases, listed below. The write-up should summarize the case and answer the key question.

<table>
<thead>
<tr>
<th>Group number</th>
<th>Case number for write-up</th>
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<tbody>
<tr>
<td>Odd</td>
<td>Case 1, 3, 5, 7, 9</td>
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<tr>
<td>Even</td>
<td>Case 2, 4, 6, 8, 10</td>
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➢ The write-up and the PPT need to be uploaded to the MOODLE system by 6:00pm, Monday. Late submission will significantly affect the final score of every group member. All presentation material (including revised PPT and ancillaries) should be submitted after the class.

➢ Every group member should contribute equally to the group. Your final grade in this area will be based on peer review of your team members.

4. Group-based term project

➢ Please follow the directions below to conduct the term project:

◆ A real short case: Following the writing style of the cases that we use in the class, a group can explore core issues of a business incident (e.g., talent competition between Google and Facebook) or a well-known company (e.g., Rovio-the Angry Bird Co.). Basically, a good case needs to have a clear "action trigger (issue/decision)" and significant "tension" such as dilemma, conflicts, struggle, or ethical concerns. Each case should give careful & thoughtful consideration to one of the issues, ideas, and concepts discussed in class.

◆ A persuasive paper (using evidence to persuade somebody): Preparing a short persuasive paper in which you attempt to convince your (hypothetical or real) manager/boss to take a particular action related to an organizational behavior topic. For example: Why team-based rewards should be used instead of individual rewards? Why workplace diversity requires a change in the way the company socializes newcomers? Note that many bosses may have little professional management training and even less knowledge of social science. Therefore, it’s your duty to present evidence-based advantages and disadvantages of your arguments.

◆ Others: You can discuss with me if you are interested in doing other topics or issues relevant to our course.

◆ NOTE: The paper needs to design discussion questions and put at the end of the text! The case or paper needs to be ORIGINAL. Plagiarism will be totally failed. Please include reference list in the paper.

➢ The paper should be about 10-12 pages (12-point font, double space, Times New Roman; reference excluded). Each group should present its paper and lead a discussion. Each group will be commented (appreciate and criticize) by its next group (e.g., Group #2 comments on Group #1) and requested to
answer some questions. The comments will include: significance of the topic, clarity of the issue, quality of PPT slides, case-leading (asking-responding) style, and peer participation. In addition to the on-spot oral comments, written comments (1-2 pages) need to be uploaded to the MOODLE system in a week (after the presentation). The quality of the presentation and the comments will be graded by classmates.

- Each group needs to decide its topic and formally inform of TA by May 1st. However, I encourage you to select it as early as possible. Once a real event or a company is chosen, the other groups need to change their targets.
- Every group member should contribute equally to the group. Your final grade in this area will be based on peer review of your team members.
- The term paper and the PPT need to be uploaded to the MOODLE system by 5:00, June 26th.

**Grading Policy**

1. Attendance, participation, and contribution (25%)
2. Open book midterm-exam. (25%)
3. Group case presentation, write-up, and other group assignments (25%)
4. Group term-project presentation and written report (25%)

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<thead>
<tr>
<th></th>
<th>Attendance, participation, &amp; contribution 25%</th>
<th>Midterm exam 25%</th>
<th>Group case presentation/write-up/assignments 25%</th>
<th>Group term-project presentation and written report 25%</th>
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<td>COMMU</td>
<td>☑ Oral Commu./ Presentation 50%</td>
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<td>☑ Written Communication</td>
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<td>CPSI</td>
<td>☑ Creativity and Innovation 15%</td>
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<td></td>
<td>☑ Problem Solving 15%</td>
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<td>30%</td>
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<td>☑ Analytical Skills</td>
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<td>LEAD</td>
<td>☑ Leadership &amp; Ethic 60%</td>
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<td></td>
<td>☐ Social responsibility</td>
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<td>GLOB</td>
<td>☐ Global Awareness</td>
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<tr>
<td>VSP</td>
<td>☑ Values, Skills &amp; Profess. 20%</td>
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<td></td>
<td>☐ Information Technology</td>
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<td>☐ Management Skills</td>
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**Textbook**

- Please respect for the copyrights.

**References**


Additional readings will be assigned to PhD students.

Course Content/Schedule

Week-1 (2/21) Course Introduction: What is Organizational Behavior? Why Study it?

Robbins & Judge (2011), Chapter 1

Week-2 (2/28) Peace Memorial Day - Taiwan Public Holiday (No Classes)

Week-3 (3/6) Diversity in Organizations/Foundations of Individual Behavior

Robbins & Judge (2011), Chapter 2

Week-4 (3/13) Attitudes and Job Satisfaction

Robbins & Judge (2011), Chapter 3

Case 1

Week-5 (3/20) Invited Guest Speech

Topic: Leading by Coaching

Speaker: David Dan (Founder & President, D Square Transformation Consulting Inc., Headquartered at California, US; President, ICF Taiwan Chapter)

Experiences: Founding General Manager, Intel (Taiwan, China); General Manager, Intel (HK); Vice President of World-wide Sales, Pulse Engineering (US); North America Managing Director, Advantech (US)

Honor: Intel CEO outstanding award.

Certified "High Impact Executive Coach": Hudson Institute, ICF (International Coaching Federation), ASTD, & MBTI

Author: "Coaching based leadership" (2010, in both China and Taiwan) and "Coaching based mentorship" (2011, in Taiwan) and some other incoming books

Robbins & Judge (2011), Chapter 12

Week-6 (3/27) Emotions/Moods and Personality/Values

Robbins & Judge (2011), Chapter 4 & 5

Case 2

Week-7 (4/3) Spring break/Inter-university activity week (No classes)
Week-8 (4/10) Perception and Individual Decision Making
  ◆ Robbins & Judge (2011), Chapter 6
  ◆ Case 3

Week-9 (4/17) Motivation (I)
  ◆ Robbins & Judge (2011), Chapter 7
  ◆ Case 4

Week-10 (4/24) Motivation (II)
  ◆ Robbins & Judge (2011), Chapter 8
  ◆ Case 5

Week-11 (5/1) Team Dynamics
  ◆ Robbins & Judge (2011), Chapter 9 & 10
  ◆ Case 6
  ◆ **Term project topic should be submitted no later today**

Week-12 (5/8) Communication
  ◆ Robbins & Judge (2011), Chapter 11
  ◆ Case 7

Week-13 (5/15) Open book Midterm-exam

Week-14 (5/22) Power, Conflict, and Negotiation
  ◆ Robbins & Judge (2011), Chapter 13 & 14
  ◆ Case 8

Week-15 (5/29) Organizational Structure and Culture
  ◆ Robbins & Judge (2011), Chapter 15 & 16
  ◆ Case 9

Week-16 (6/5) Talent and Change Management
  ◆ Robbins & Judge (2011), Chapter 17 & 18
  ◆ Case 10

Week-17 (6/12) Term Paper Presentation and Discussion

Week-18 (6/19) Term Paper Presentation and Discussion

Week-19 (6/26) No classes
  ◆ **Term project submission (written report, PPT, and ancillaries; upload to MOODLE system) is due by 5:00pm.**

**Other Policies**

1. This course adopts a policy of zero tolerance for ethical misconduct.
2. Write-up and Grading
◆ The case write-ups must be typed (not hand-written) and be submitted with a cover page including the names and student IDs of group members.
◆ Write-up (and PPT) is due exactly at the prescribed time. No late submission is accepted.
◆ Any questions or complaints regarding the grading must be raised within one week after the score is made available (not when you pick it up).
◆ All write-ups should be original.

3. Attendance
(1) You must display your name tag in front of the desk for discussion purpose.
(2) You have to sign the attendance sheet when entering the classroom. If you sign for other participants or do not sign on the attendance sheet, you will be regarded as "being absent" no matter what evidence you provide to TA or me afterwards.
(3) If you come in class late or leave early, your attendance may count as a half or just nil.
(4) There is no need for you to ask for apology when you are absent from class.
(5) Participant leave (whether casual or sick leave) exceed one third (1/3) of the total course hours in a semester will automatically result in FAIL in the final grade.

4. Penalty for cheating
Plagiarism will be extremely severe. Use your best judgment. If you are not sure of certain criteria or issues, please consult with me. Standard academic honesty procedure will be followed, and active cheating and/or plagiarism will automatically result in FAIL in the final grade.

5. You are expected to come to every class with full preparation and responsible for everything discussed in class. Be alert of your attendance and participation counts. You may receive a zero for absence from or lack of participation.

6. No incomplete grade under nearly all situations unless one have sound reason and documented evidence. A student who receives an incomplete grade must have completed or passed a significant portion of the course.

7. Pay very careful attention to your e-mail correspondence. It reflects your communication skills. Non-standard English such as "how r u?" in your e-mail message should be avoided. In addition, I recommend you put the class number and a brief summary of your question in your e-mail subject.
For example, "Subject: RA-19/RA-319; A question on mid-term exam."

8. I will immediately discard ANY anonymous e-mails.

9. The ringing, beeping, buzzing of cell phones and/or watches during class time is extremely rude and disruptive to your fellow students and to the class flow. Please turn all cell phones and watches off or into silent mode prior to the start of class.

10. For any disability accommodations needed for the course, please notify me during the first week of the semester.